



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

801 N. Lenzner, Sierra Vista, AZ 85635

Sierra Vista Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Kelly Segal  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
Web Address : sierravistapublicschools.com  
Phone Number : (520) 515-2940  
Fax Number : (520) 515-2948  
E-mail : kelly.segal@svps.k12.az.us

### Mission

It is the mission of Bella Vista Elementary School, through excellence in teaching and learning, to educate all students to become responsible positive contributing citizens of a multicultural society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To increase the percentage of students who have mastered the Arizona State Standards in Reading and Language Arts and Math by at least 1%.
- ü To support student achievement by increasing the quantity and quality of parent involvement and communication.
- ü To increase student achievement in writing by using the 6-Trait Writing Program. Focusing on the areas of Conventions and Word Choice.
- ü To provide inclusive classrooms whereby all students with and without disabilities learn together in the regular education classroom.

### Enrollment

October 1, 2005 School Year Student Enrollment : 445  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 22

## Instructional Programs

- Ü Standards Based
- Ü Technology
- Ü Title One-Schoolwide-In Class Support
- Ü Special Education-Inclusive Education
- Ü Data Driven
- Ü Zoo Phonics
- Ü Six Trait Writing
- Ü Accelerated Reading

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Bella Vista's responsibility is to provide a safe learning environment where students are provided a quality education; to encourage parent participation in school activities; and to extend the learning day at home.

### Parents

Parents should ensure that students attend school regularly, be properly rested and ready to learn. Parents should be involved in the child's education for optimal learning.

## Transportation Policy

Transportation is provided for students who reside one mile or more away from their home school. The bus routes are scheduled by the director of transportation and approved by the superintendent.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Red Ribbon Essay Contest: First Place Winner	2005
Ü Black History Essay Contest	2005
Ü District Cross Country Awards	2005
Ü Huachuca Art Association Annual Student Art Festival	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	448	80010	99	100	99	448	455	447	6	5	10	17	13	18	61	62	53	16	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	212	38935	100	100	99	443	454	447	3	2	9	27	16	19	61	64	55	9	18	17
Male	36	236	40974	97	99	98	453	456	448	8	8	11	8	11	18	61	60	52	22	22	19
African American	NC	40	4201	NC	100	99	NC	453	430	NC	10	17	NC	15	23	NC	58	51	NC	18	9
Hispanic	24	157	34545	100	100	99	448	445	432	8	8	14	8	16	24	67	66	53	17	10	9
Asian/Pacific Islander	NC	27	2068	NC	100	99	NC	466	474	NC	11	4	NC	NA	10	NC	59	50	NC	30	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	31	218	35142	97	99	99	454	462	465	3	1	5	16	12	11	61	59	56	19	27	28
Students with Disabilities	NC	46	10161	NC	96	93	NC	407	419	NC	35	28	NC	26	28	NC	35	36	NC	4	8
Students without Disabilities	62	402	69849	100	100	100	451	460	451	2	1	7	18	12	17	66	65	56	15	22	19
Limited English Proficient Students	NC	23	14013	NC	100	97	NC	427	413	NC	13	24	NC	22	34	NC	61	39	NC	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	23	199	39029	96	99	98	440	447	432	4	7	14	39	17	25	48	64	52	9	12	9
Non-Economically Disadvantaged	46	249	40981	100	100	100	452	461	462	7	4	6	7	10	13	67	60	54	20	27	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	448	79438	99	100	98	459	462	451	10	5	9	6	18	24	77	66	56	7	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	212	38775	100	100	99	459	466	457	9	3	7	6	16	22	85	71	58	NA	10	13
Male	36	236	40560	97	99	97	458	458	446	11	7	12	6	19	25	69	62	54	14	12	9
African American	NC	40	4178	NC	100	98	NC	462	439	NC	5	13	NC	18	29	NC	65	52	NC	13	6
Hispanic	24	157	34297	100	100	98	456	450	434	8	9	14	8	23	31	75	62	50	8	6	5
Asian/Pacific Islander	NC	27	2063	NC	100	99	NC	477	475	NC	4	3	NC	7	15	NC	67	63	NC	22	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	31	218	34887	97	99	98	464	469	471	10	3	4	3	15	15	77	69	63	10	13	18
Students with Disabilities	NC	46	9588	NC	96	88	NC	402	416	NC	35	30	NC	33	32	NC	28	34	NC	4	5
Students without Disabilities	62	402	69850	100	100	100	464	468	456	5	2	7	5	16	23	85	71	59	5	12	12
Limited English Proficient Students	NC	23	13856	NC	100	96	NC	420	407	NC	17	27	NC	43	43	NC	39	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	23	199	38685	96	99	97	449	452	435	13	6	14	9	26	32	70	61	50	9	8	5
Non-Economically Disadvantaged	46	249	40753	100	100	99	464	470	467	9	5	5	4	11	16	80	71	62	7	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	449	79971	100	100	99	421	435	423	6	5	8	51	34	41	41	58	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	212	38974	100	100	99	426	449	437	6	3	5	42	25	33	48	67	57	3	5	4
Male	37	237	40895	100	100	98	415	424	410	5	7	10	59	41	47	35	50	41	NA	2	2
African American	NC	40	4203	NC	100	99	NC	441	411	NC	3	11	NC	33	45	NC	63	43	NC	3	2
Hispanic	24	156	34481	100	99	99	425	427	410	NA	7	10	54	37	46	46	53	43	NA	3	1
Asian/Pacific Islander	NC	27	2067	NC	100	99	NC	453	449	NC	4	4	NC	19	28	NC	78	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	32	220	35150	100	100	99	412	440	437	9	3	5	56	33	35	31	60	56	3	4	5
Students with Disabilities	NC	47	10258	NC	98	94	NC	380	377	NC	21	23	NC	51	51	NC	28	25	NC	NA	1
Students without Disabilities	62	402	69713	100	100	100	424	441	429	5	3	5	50	32	39	44	61	52	2	4	3
Limited English Proficient Students	NC	22	13985	NC	96	97	NC	388	382	NC	18	18	NC	50	54	NC	32	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	24	200	38994	100	100	98	404	427	409	4	6	10	75	43	47	21	49	41	NA	3	1
Non-Economically Disadvantaged	46	249	40977	100	100	100	429	442	437	7	4	5	39	27	34	52	65	56	2	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	434	80147	99	100	99	478	482	482	8	8	11	16	15	17	58	60	49	18	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	202	39281	97	98	99	475	483	483	11	5	9	11	14	17	66	65	50	13	15	24
Male	38	232	40780	100	100	98	482	481	482	5	9	12	21	16	17	50	55	48	24	20	24
African American	10	43	4249	100	100	99	NA	484	464	NA	2	17	NA	16	22	NA	67	48	NA	14	13
Hispanic	28	126	33494	100	99	99	473	473	466	4	8	15	21	18	23	64	63	49	11	11	14
Asian/Pacific Islander	NC	22	2103	NC	100	99	NC	489	515	NC	5	4	NC	14	8	NC	59	44	NC	23	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	34	242	36122	97	100	99	484	486	501	15	9	5	6	14	10	53	57	50	26	21	35
Students with Disabilities	13	63	10295	93	98	92	458	447	443	23	33	33	15	21	26	54	38	33	8	8	8
Students without Disabilities	63	371	69852	100	100	100	483	487	488	5	3	7	16	14	16	59	63	51	21	19	26
Limited English Proficient Students	NC	17	12722	NC	100	97	NC	437	441	NC	18	27	NC	53	33	NC	29	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	34	186	38371	100	99	97	462	469	465	15	12	15	21	20	23	56	58	49	9	11	13
Non-Economically Disadvantaged	42	248	41776	98	100	100	492	492	498	2	4	6	12	12	11	60	61	49	26	23	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	434	79686	99	100	98	471	478	470	5	6	11	25	18	24	66	68	57	4	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	202	39163	97	98	99	475	483	475	3	4	9	24	15	22	71	73	60	3	8	10
Male	38	232	40438	100	100	97	467	474	465	8	7	13	26	21	25	61	63	54	5	9	7
African American	10	43	4228	100	100	98	NA	490	458	NA	2	15	NA	12	28	NA	79	53	NA	7	4
Hispanic	28	126	33299	100	99	98	465	468	452	4	6	17	25	22	32	68	67	47	4	5	3
Asian/Pacific Islander	NC	22	2097	NC	100	99	NC	476	490	NC	5	5	NC	18	13	NC	73	68	NC	5	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	34	242	35914	97	100	98	474	481	489	9	6	5	24	17	15	62	66	67	6	10	14
Students with Disabilities	13	63	9808	93	98	87	444	434	432	23	30	35	23	27	32	54	43	30	NA	NA	3
Students without Disabilities	63	371	69878	100	100	100	477	485	475	2	2	8	25	17	23	68	72	61	5	10	9
Limited English Proficient Students	NC	17	12594	NC	100	96	NC	433	422	NC	12	34	NC	53	45	NC	35	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	34	186	38095	100	99	97	460	465	452	6	8	17	35	25	32	56	61	48	3	5	3
Non-Economically Disadvantaged	42	248	41591	98	100	99	479	488	486	5	4	6	17	13	16	74	73	65	5	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	431	80372	99	99	99	472	482	475	3	2	4	37	30	30	61	66	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	201	39452	97	98	99	485	494	488	NA	1	3	29	17	22	71	79	72	NA	3	3
Male	38	230	40836	100	100	98	459	472	464	5	2	6	45	42	37	50	56	56	NA	0	1
African American	10	42	4264	100	98	99	NA	481	465	NA	NA	5	NA	36	35	NA	62	59	NA	2	1
Hispanic	28	125	33608	100	98	99	480	480	462	NA	3	6	39	27	36	61	70	57	NA	NA	1
Asian/Pacific Islander	NC	22	2098	NC	100	99	NC	490	500	NC	NA	2	NC	18	16	NC	82	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	34	241	36213	97	99	99	470	482	489	6	1	2	32	32	22	62	64	72	NA	2	3
Students with Disabilities	13	62	10526	93	97	94	438	436	427	15	10	15	54	56	53	31	34	31	NA	NA	1
Students without Disabilities	63	369	69846	100	99	100	479	489	482	NA	0	3	33	26	26	67	72	69	NA	2	2
Limited English Proficient Students	NC	17	12747	NC	100	97	NC	442	432	NC	6	12	NC	47	52	NC	47	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	34	184	38521	100	98	98	470	475	461	NA	2	6	47	36	38	53	60	55	NA	2	1
Non-Economically Disadvantaged	42	247	41851	98	99	100	473	488	489	5	2	3	29	26	22	67	71	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	451	79306	100	100	99	506	506	504	9	9	13	21	18	20	59	59	49	11	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	231	38845	100	100	99	503	506	505	15	9	11	21	17	20	56	60	50	9	14	18
Male	41	220	40383	100	100	98	508	506	504	5	9	14	22	19	19	61	58	47	12	14	19
African American	NC	42	4171	NC	100	98	NC	493	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	17	122	32673	100	99	99	499	490	487	18	16	18	12	23	25	65	53	46	6	8	10
Asian/Pacific Islander	NC	25	2147	NC	100	99	NC	519	539	NC	NA	5	NC	24	10	NC	52	46	NC	24	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	44	259	36234	100	100	99	510	514	523	5	5	6	18	14	13	68	65	52	9	16	28
Students with Disabilities	NC	72	10286	NC	99	91	NC	468	462	NC	33	41	NC	29	27	NC	35	27	NC	3	5
Students without Disabilities	67	379	69020	100	100	100	511	512	510	4	4	9	21	16	18	63	64	52	12	16	21
Limited English Proficient Students	NC	15	10291	NC	94	96	NC	475	458	NC	20	38	NC	40	34	NC	40	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	25	191	37437	100	99	97	482	491	486	20	14	19	28	25	26	52	55	46	NA	6	9
Non-Economically Disadvantaged	50	260	41869	100	100	100	518	517	521	4	6	7	18	13	14	62	62	51	16	19	27

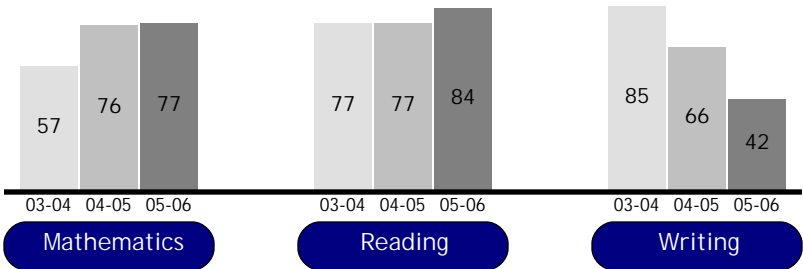
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	451	79000	100	100	98	497	501	489	8	6	10	16	17	24	65	66	58	11	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	231	38774	100	100	99	502	503	494	9	5	7	12	16	22	68	69	61	12	10	10
Male	41	220	40150	100	100	98	494	499	485	7	7	12	20	18	25	63	64	55	10	11	8
African American	NC	42	4153	NC	100	98	NC	492	476	NC	7	13	NC	26	30	NC	57	53	NC	10	4
Hispanic	17	122	32508	100	99	98	497	485	472	6	12	15	24	24	33	59	60	49	12	4	3
Asian/Pacific Islander	NC	25	2142	NC	100	99	NC	498	510	NC	4	4	NC	20	14	NC	60	67	NC	16	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	44	259	36135	100	100	98	502	510	508	7	3	4	9	13	14	75	71	67	9	14	15
Students with Disabilities	NC	72	9991	NC	99	88	NC	465	449	NC	24	33	NC	31	36	NC	42	29	NC	4	2
Students without Disabilities	67	379	69009	100	100	100	503	507	495	4	2	6	15	15	22	69	71	62	12	12	10
Limited English Proficient Students	NC	15	10199	NC	94	95	NC	444	439	NC	33	35	NC	47	47	NC	20	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	25	191	37234	100	99	97	477	485	472	12	9	15	28	26	33	56	60	50	4	5	3
Non-Economically Disadvantaged	50	260	41766	100	100	99	508	513	505	6	3	5	10	11	16	70	71	65	14	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	450	79611	100	100	99	493	502	496	8	6	7	36	35	37	56	60	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	231	39016	100	100	99	506	512	511	6	4	4	24	28	29	71	68	66	NA	0	1
Male	41	219	40519	100	99	98	482	491	482	10	7	10	46	42	44	44	51	46	NA	NA	0
African American	NC	42	4188	NC	100	98	NC	485	486	NC	5	9	NC	52	40	NC	43	50	NC	NA	0
Hispanic	17	122	32855	100	99	99	480	486	481	18	9	10	12	40	43	71	50	47	NA	1	0
Asian/Pacific Islander	NC	25	2149	NC	100	100	NC	508	519	NC	4	4	NC	24	24	NC	72	70	NC	NA	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	44	258	36380	100	100	99	499	511	511	5	4	4	48	30	30	48	66	65	NA	NA	1
Students with Disabilities	NC	71	10664	NC	97	94	NC	450	440	NC	20	23	NC	52	54	NC	28	22	NC	NA	1
Students without Disabilities	67	379	68947	100	100	100	500	511	504	4	3	4	36	31	34	60	65	61	NA	0	1
Limited English Proficient Students	NC	15	10362	NC	94	97	NC	453	438	NC	7	22	NC	73	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	25	191	37626	100	99	98	468	487	479	20	7	10	36	45	45	44	48	45	NA	NA	0
Non-Economically Disadvantaged	50	259	41985	100	100	100	505	513	511	2	4	4	36	27	30	62	68	65	NA	0	1

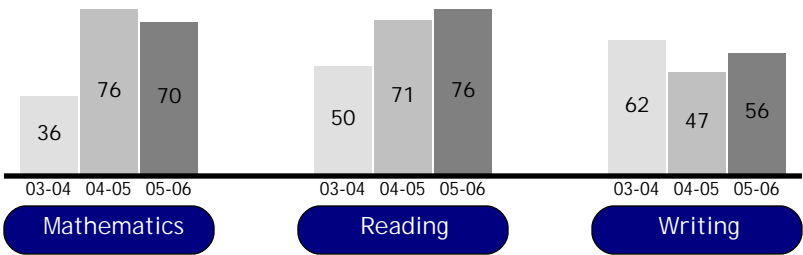
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	59	NA	58	100	49	54	47	100	50	54	46
	Language	100	47	53	50	100	46	55	47	100	44	54	48
	Mathematics	100	60	67	64	100	52	54	50	100	44	50	52
3	Reading	98	51	NA	55	100	50	50	44	100	52	54	46
	Language	100	54	58	61	100	50	49	44	100	48	54	46
	Mathematics	100	48	55	61	100	51	55	51	100	52	59	52
4	Reading	100	63	NA	56	100	52	55	48	99	56	59	52
	Language	100	55	57	52	100	53	54	49	99	61	59	52
	Mathematics	100	55	67	61	100	56	59	53	99	58	61	58
5	Reading	100	57	NA	55	100	53	58	50	100	63	65	56
	Language	100	51	55	49	100	49	56	50	100	61	61	54
	Mathematics	100	58	64	63	100	52	55	49	100	58	56	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Bella Vista Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Parent Involvement
- ü Parent Satisfaction Survey
- ü School Safety Issues
- ü School/Community relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	4.00	Teacher Aide	19.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	1	0	0
10 or more years	5	7	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	12%

## Resources Available at School Site

### Special Facilities

- ü Wireless Computer Lab
- ü Library/Media Center

### Extracurricular Activities

- ü Bobcat Club
- ü Band
- ü DARE
- ü Walking Club
- ü Cross Country Team

### Social Services

- ü Counseling
- ü Health Instruction
- ü Parent/Child Classes
- ü Community Support
- ü Behavior Modification Plans
- ü Before/After School Programs
- ü Breakfast Program
- ü Wellness Plan

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Inclusive Education is in place at Bella Vista. Paraprofessionals are provided in each classroom to provide additional assistance to students.
- ü 270 students earned the required Accelerated Reading Points during the school year.
- ü A wireless mobile lab allows our students to be more technology savvy. Technology is used in every area of the curriculum.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school counselor provides classes for all students on the against bullying. Appropriate behavior is encouraged at all times. All visitors are required to sign in when arriving on campus. All perimeter doors, except office doors, are locked during the school day.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Kelly Segal	(520) 515-2940
Transportation Policy	Sue Durbin	(520) 515-2770
Community Resources	Lisa Schoenhals	(520) 515-2940
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Cheryl Taras	(520) 515-2940
Student Health/Nurse	Trudy Basgall	(520) 515-2940

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.